CLC User Group Program Notes Disclaimer
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Date of Meeting
October 01, 2019

Committee Participants
- Richard Ammon
- Jessica Berek
- Barbara Dickson
- Bryan Hadley
- Scott Hardy
- Dorothy McCarty
- Ali O’Brien
- Deanna Peacy
- Eric Risinger
- Maureen Robinson
- Sarah Stashkiw
- Jeffrey Stomper
- Dennis Vovos
- Sheldon Walcher
- Mike Welch

Questions
Participants were asked to respond to the following questions. Responses are encapsulated below each question.

Q1 What makes CLC CLC?
- Community – implicit connection with community, serve county
- Accessibility
  - Comprehensive community college – not tech school, not 2 year feeder school; meets the needs of the Lake County community
  - Campus accessible – central location in county geography and population. 25 min from everybody
  - Value oriented educational experience in county
  - University center – space on campus for access
  - Physical or philosophically

Q2 What is essential to the college that must remain the same?
- Clearly sustainability, integrating environment, sensitivity been a point of pride for a long time

Q3 What aspect(s) of the college must change to move CLC toward its goals?
- People come here to social or economic change. Buildings need to reflect that. I can make a
positive change here. Building has to look like potential they see themselves coming. This is where Lakeshore needs to head.

- This is safe space, reflected in messaging in architecture or messaging. Keep that essence
- Cinder block aesthetic at Grayslake. No flexibility or really expensive. No configurability to change in 14-year old building. Don’t know what will happen in the future and need to be flexible.
- So much learning is not in classrooms. Classrooms need to be flex, tech rich spaces. Need in hallways, huddle spaces, spaces for faculty to meet with students. Active learning priority. Classrooms we use not conducive to active learning.
- No conference space that is inviting.
  - Use in basement and classrooms far away for breakout.
  - Host 100+ people on campus.
  - Need to determine how much teaching space taken up by non-teaching or events that could be in a conference center.
  - Use University Center when out of space now.
- Commitment to finish master planning. Ran master plan 1.0 but need intentional in design and get done what we need to get done.
- Furniture needs to be student centric, on casters, involve students in selecting and testing, understand what peer institutions have, and understand best practices for selection and use.
- Train faculty on what we would like them to do with spaces. Haven’t done with faculty on updated classrooms. How you might deliver education in classroom.
- Finish is also what we need to do as institution to use spaces
- English need-laptop carts, print in class, pods to groups, mission to reduce barrier to get work done. Students struggle to get to classroom. Can’t print out paper from phone. Have we listened and been response on our end to focus energy and desire for change in positive way.
- A&C wings original building many classrooms been redesigned. Faculty offices the same from 1974 including furniture. Way people work has evolved. Not accessibility. Create welcoming and inclusionary space. Look how students talk with faculty, how faculty talk with one another.
- Master planning 1.0 has good intentions but resource prioritization satisfied a little bit of components. But prioritization should change – what should we focus on. Student centric but look comprehensively. Look not by department but overall.
- Experiential learning, opportunities for students to community engagement in and out
  - Provide more experiential learning
  - Create base and place for students to feel at home
  - Need huddle and spaces to work, internship, etc not just hang out
- Spaces should mimic partially what students see when they leave us. Work space of future. Trader to occupations. Emulate premier spaces.
- Neighborhood concept of classrooms. Not sure made invested in decision for that neighborhood for implementation. Going for creating spaces and cluster disciplines and supported differently at different portions of colleges.
- Not make teaching and learning visible. More transparent. Glass. In some labs yes, but don’t carry through. Also creates environment for faculty to be more transparent.
- Natural light is a great idea. Multiple source. Concept of total control in the classroom. Can’t get rooms dark with skylights. Control lighting and technology around room. Different models but still have control and comfort levels.
- Struggle with making teaching more visible and balance with security. Open it up is personal view, but leadership needs to balance with liabilities how to construct to make safe. Be solution-oriented for safety if we open it up
- Welcoming in each division so students feel welcome. Spaces are very tight with partitions. How
to make welcoming when come to inquire about program and what is available. Walls covered with opportunities. I want to know I'm in the right place.

- Collaborative is multi-function multi-purpose. Putting people together to communicate. Doesn't matter what content being delivered. This classroom is limited. It's not a sage on the stage environment. Facilitator role. Almost impossible to tour here and see learning happening. We need to change that. Would hope that collaboration spaces created outside classroom for engagement must have technology to engage. Students and faculty interact and design together.
- Get the right types / mix of classrooms to meet program needs.
- State of the art classroom building would give us space.
- Student center big building for student activities, life, spaces

Q4 How can CLC be more welcoming and inclusionary?

- Office facilitates internships, some students approach faculty, job placements,
  - Not necessarily integrated in all programs
  - Career tech has a lot of internships / job placement but not for all
- We are a student-centered institution, and offer programs and services no mater who you are, race, disability, etc; We need to continue that moving forward.
- Make all three campuses feel welcoming, equally
  - Especially lakeshore campus. Multiple entry points without unified feel doesn't feel welcoming
  - Physically no at Grayslake; Campus has a bunch of entrances, and main entrances change every few years
  - Main entrance at Grayslake - busses block view
  - Visitor parking too small
  - Take people over to one-stop to make sure folks know where to go because not sure where to go. JLC looks like main entry but isn't
  - Compact campus connected buildings with multiple identities
  - Philosophically some feel like Lakeshore is undesirable campus to be on / teach on; trending in a better direction but space needs to feel more welcoming
  - Layout and distance between buildings, parking lots, etc for Lakeshore is not conducive. Perception is that faculty would prefer not to teach there.
  - Lakeshore is so interesting in terms of character. Needs to find its own identity. Showcase history. Interesting and dynamic feeds energy. Has character to make it shine
- Keep in mind differing abilities for all needs. Seating, sound, placement of screens, acoustics, incorporated into design. Deaf person needs someone to do signing now. Same for office and public space.
- Particular disciplines reliant on outside partners. Plan to reduce reliance on high school tech campus. Adjust capacity / feasibility for specialized programs to meet needs.
- Every campus should have programming to serve every programming sector.

Q5 What role do you see your department / focus area playing in the future? How does your future role differ from your departmental / focus area role today?

Q6 What facility / space needs does your department have now and what might your department need in the future?
Q7 What maintenance and sustainability components should be considered beyond the Sustainability Plan?

Q8 What role do you need technology to play at CLC and what kinds of technology do you need now and in the future?

Q9 What tools, spaces, technology, support, etc. do you need to facilitate more or better interaction and collaboration with students, faculty, staff, and administration in the future?

Q10 How do you interact with the other campuses now? How do you want to interact with these CLC locations in the future?

Q11 How do you interact with the Lake County community and workforce now? How do you want to interact with these groups in the future?

Other Discussion:

- End of Section -